





Revolution (Victorian Britain) –Term 3 – Seaturtles



<p style="text-align: center;">History – Victorian Revolution</p> <p style="text-align: center;">Intent.</p> <p>Children will dive into the life of Victorian Britain. Was it really the Golden Era or a dark age? Children will learn about the main changes that took place during this time, what the factories were like for children and what was the difference between living in the country and living in the city.</p>	<p style="text-align: center;">Art & Design – Make my voice heard</p> <p style="text-align: center;">Intent</p> <p>Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer</p>	<p style="text-align: center;">Science - Electricity</p> <p style="text-align: center;">PZAZ</p> <p style="text-align: center;">Intent</p> <p>Children will build on knowledge from Year 4. They will learn how the voltage of cells impacts of the brightness of light bulbs and volume of buzzers. Children will give reasons for how different components function linking their knowledge back to voltage of cells. Children will be able to use symbols correctly when representing them in a simple circuit.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Intent</p> <p>Web page creation</p> <p>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Islam – What is the best way for Muslims to show commitment to God?</p> <p style="text-align: center;">Intent</p> <p>Children will learn to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>
<p style="text-align: center;">National curriculum links</p> <p>British history extends past 1066</p>	<p style="text-align: center;">National curriculum links</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history 	<p style="text-align: center;">National curriculum links</p> <p>Programme of study – Year 6 - Electricity</p>	<p style="text-align: center;">National curriculum links</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p style="text-align: center;">National curriculum links</p> <p style="text-align: center;">(Areas of Enquiry) Discovery RE</p> <p style="text-align: center;">Practices and ways of life</p> <p style="text-align: center;">Values and commitment</p>
<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>-The Victorian Era was the time Queen Victoria was on the throne between 1837 – 1901. It was a time of huge change for Britain</p> <p>- There was a huge difference between the life of the rich and the poor in the Victorian times.</p> <p>- Queen Victoria introduced the law for all children to attend school</p> <p>-The industrial revolution was a time of great progress where machine started to do the work that was always done by hands.</p> <p>-Laws were passed during the Victorian Era to make working conditions safer.</p>	<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>- Complementary colours are directly opposite each other on a colour wheel.</p> <p>-I can shade using pencil to create shadows, degrees of light and dark and a 3D effect.</p> <p>-Cubism ignores perspective and artists paint their subjects from lots of different angles.</p>	<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>Name and use recognised symbols when representing a simple circuit in a diagram.</p> <p>The brightness of a lamp or the volume of a buzzer will change due to the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>To review an existing website (navigation bars, header)</p> <p>To recognise that web pages can contain different media types</p> <p>To recognise that web pages are written by people</p> <p>To recognise components of a web page layout</p>	<p style="text-align: center;">Key knowledge components (taken from KO’s)</p> <p>This topic considers the 5 pillars which are central to Muslim life and Worship.</p> <p>The five pillars are:</p> <p>The Shahadah - a statement which is repeated many times a day ‘There is one God, Allah, and Muhammad is his prophet’.</p> <p>Salat - prayer, 5 times a day.</p> <p>Zakat - Giving 2.5% annual savings to charity.</p> <p>Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours.</p> <p>Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime</p>
<p style="text-align: center;">Key progression skills</p> <p>Finding out about the past</p> <p>I can identify how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Chronology</p> <p>I can analyse and evaluate the cause and effect of changes that took place in the past.</p> <p>People in the past and how they lived.</p> <p>I can use appropriate evidence sources to identify how people’s lives have been shaped by people and events.</p>	<p style="text-align: center;">Key progression skills</p> <p>Over all</p> <p>Use drawing painting and sculpture to develop and share their ideas, experience and imagination.</p> <p>Creating ideas</p> <p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Select own images and starting points for work. Develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Drawing and mark making</p> <p>Use first hand observations using different viewpoint, developing more abstract representations.</p> <p>Show total qualities using cross hatching, pointillism, sidestroke, use of rubber to draw/highlight.</p> <p>Working with colour</p> <p>Build on previous work with colour by exploring intensity. Introduce acrylic paint.</p> <p>Explore using limited colour palettes.</p> <p>Develop fine brush strokes.</p> <p>Sculpture</p> <p>Design and create sculpture, both small and large scale. Use objects around us to form sculpture.</p> <p>Create human forms.</p> <p>Knowledge about artists</p>	<p style="text-align: center;">Key progression skills</p> <p style="text-align: center;">PZAZ focus areas for whole school KS2 –</p> <p style="text-align: center;">Gathering data and analysis (Y6)</p> <p>Can list the types of data that can be gathered in investigations (1 week)</p> <p>Can decide the type of data being gathered in investigations (1 week)</p> <p>Can complete provided results tables (3 weeks)</p> <p>Draw and complete own results tables (2 weeks)</p> <p>With help, draw a graph with an appropriate scale on the axes (2 weeks) Identifying trends in the data gathered from investigations (1 week)</p>	<p style="text-align: center;">Key progression skills</p> <p>Review an existing website and consider its structure</p> <p>Plan the features of a web page</p> <p>Consider the ownership and use of images (copyright)</p> <p>Recognise the need to preview pages</p> <p>Outline the need for a navigation path</p> <p>Recognise the implications of linking to content owned by other people</p>	<p style="text-align: center;">Key progression skills</p> <p>I can describe why people belong to religions. I can recognise diversity in forms of religions, spiritual and moral expressions and within and between religions.</p> <p>I can express my own and others’ views on the challenges of belonging to a religion.</p>

	<p>Look at the work of artists that used mono printing e.g., Picasso.</p> <p>Look at Cubist artists such as Picasso, Duchamp to show movement/layering.</p>			
<p>Implementation</p> <ul style="list-style-type: none"> Where does Victorian Britain fit in our history time line of what we have already learnt? Children will find out what were the main changes were that took place during Victorian Britain. Children will understand that this was a period of rapid changes Children will learn that changes did not affect everyone equally. Children will find out 'Why is it so difficult to find out what factory conditions were really like ?' Children will understand how demanding factory life was. Children will grasp that different class affected differently. Children will find out 'How did town life compare to life in the countryside at this time?' Children to understand reasons why so many people moved from countryside to towns despite the harsh conditions there Children will find out 'What were the main changes in transport and did everyone benefit?' (Focus on Brunel) Were the Victorian times a Dark Age or a Golden Age? 	<p>Implementation</p> <ul style="list-style-type: none"> Graffiti: Artists' Tag Children to express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow. Kathe Kollwitz After viewing the emotive works of Käthe Kollwitz, children to draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques. Guernica 1 – Pablo Picasso Having learned about the symbolism used in Picasso's 'Guernica', children to plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white. Guernica 2 – Pablo Picasso Continuing with their 'Guernica' inspired compositions from last lesson, children to apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece. Clay Sculpture Children to turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger. 	<p>Implementation</p> <ul style="list-style-type: none"> Vocab assessment & Children will name and match symbols to the correct component in a circuit (Activity Component Identification and Circuit Symbols 6.5 PZAZ) Children will build a simple circuit and observe what happens when more cells/ bulbs are added (Activity Build a Circuit & Activity Circuit Diagrams 6.5 PZAZ) Children will use knowledge from previous lessons to investigate what happens when more cells/ bulbs are added (Activity Cells and Brightness 6.5 PZAZ) Children will gather data and investigate the effect of increased voltage has on buzzers (Activity Voltage and the Functionality of Components 6.5 PZAZ) Children will draw and interpret a variety of circuits using correct symbols (Activity Drawing and Interpreting Circuit Diagrams 6.5 PZAZ) Vocab assessment & end composite 	<p>Implementation</p> <ul style="list-style-type: none"> National Online Safety – Copyright and Ownership Learners explore and review existing websites and evaluate their content. They will have some understanding that websites are created using HTML code. Look at the different layout features available in Google Sites and plan their own web page on paper. In this lesson learners become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources Learners revise how to create their own web page in Google Sites. Learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device. Learners begin to appreciate the need to plan the structure of a website carefully. They plan their website, paying attention to the navigation paths Learners consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work. 	<p>Implementation</p> <ul style="list-style-type: none"> What does it mean to make a commitment? - Children will discuss that you can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief. Children will consider if it is always easy to stick to a commitment. Children will decide on 3 key ingredients needed for commitment e.g. perseverance, patience, etc. Children will recap on the five pillars of Islam. They will be introduced the question 'What is the best way for a Muslim to show commitment to God?' Children will watch online clips of Muslim prayer. While watching, children will jot down ways in which prayer shows commitment to God. Children will consider how praying five times each day might affect a Muslims' daily life? Would it always be easy to stop what they are doing in order to pray? When would it be easiest/hardest? Children will learn that the third pillar of Islam is Zakah - giving money to charity. Children will watch clips about Muslim views on charity. While watching, children will jot down why they think Muslims are required to give to charity. Children will consider that Muslims believe it is their duty to do this as everything they own belongs to God. Does giving this mean a Muslim is showing their commitment to God? Should this be a duty or should Muslims have the choice whether or not to give their money to charity and how much? Why is it a good idea to help charities? Children will learn that the fourth pillar of Islam is 'Sawm' - During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Children will watch clips on fasting during Ramadan. Do children think that fasting is necessary for Muslims to show their commitment to God? If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim? Children will learn/recap on the fifth pillar of Islam - Hajj (children should have learned about this in Year 2). Muslims are expected to visit Makkah at least once in their lifetime if conditions allow. Children will bring together a range of ways that Muslims could show their commitment to God and consider if one is more important than another. Children to write their answers to the following questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God? Summarise that even if children do not think it is necessary to pray five times each day, give to charity, fast during Ramadan and visit Makkah, often being committed to someone or something means putting them before yourself and

				<p>doing things that are difficult or you may not want to do.</p> <ul style="list-style-type: none"> Children will think back to the commitments they have in their own lives whether a commitment to a sport, club, person, etc. How are they going to ensure that they show this commitment? Why are they so committed to this person/thing? Are there some things that they are more committed to than other things? Why? Children will be encouraged to write an affirmation or a short mission statement to reinforce their commitment to their chosen focus.
<p><u>End composite</u></p> <p>Children produce their own sugar paper display summarising the Victorian period but can use five pictures only. What will they be? Children will have to justify their choice of images and explain why.</p>	<p><u>End composite</u></p> <p>Children to successfully produce a sculpture piece of work that reflects their learning throughout this unit.</p>	<p><u>End composite</u></p> <p>Plan a short group presentation to upload on Seesaw including key knowledge from KO's</p>	<p><u>End composite</u></p> <p>To create a website with multiple web pages using hyperlinks.</p>	<p><u>End composite</u></p> <p>Children will be encouraged to write an affirmation or a short mission statement to reinforce their commitment to their chosen focus.</p>
<p><u>Impact</u></p> <p>Children will be able to make their own opinions based on the facts they have learnt about Victorian Britain. They will be able to draw on historical knowledge to support if they feel that Victorian Britain was the Golden Age of the Dark Age.</p>	<p><u>Impact</u></p> <p>Children can show their work and explain the processes that they went through to achieve them.</p>	<p><u>Impact</u></p> <p>Children will recognise and name the circuit symbols and know how to draw them in complete circuits. They will know how voltage effects brightness and loudness of bulbs and buzzers.</p>	<p><u>Impact</u></p> <p>Children will improve their knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing .</p>	<p><u>Impact</u></p> <p>Children will understand some of the ways Muslims show commitment to God and will be able to evaluate whether there is a best way.</p>

 <p style="text-align: center;">Music A new year carol Intent</p> <p>In this unit children will listen and appraise 'A new year carol – the music by Benjamin Britten. They will use glocks or recorders and will concentrate on understanding about rhythm and pitch and singing the song in a gospel style.</p>	<p style="text-align: center;">PSHE Dreams and Goals Intent</p> <p>In this unit, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p>	<p style="text-align: center;">PE Intent Gymnastics</p> <p>To be able to create a sequence of movements incorporating balance and actions with fluency.</p>	 <p style="text-align: center;">MFL Intent Food Glorious Food</p> <p>Children will be taught to engage in conversations; ask and answer questions; express opinions and respond to those of others when talking about preparing and eating food.</p>
<p style="text-align: center;"><u>National curriculum links</u> By the end of KS1 pupils should:</p> <ul style="list-style-type: none"> -Pupils should be taught to sing and play musically with increasing confidence and control. -Play and perform using their voices and playing musical instruments in increasing accuracy, fluency, control and expression. 	<p style="text-align: center;"><u>National curriculum links</u> By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> • (R12) The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. • (R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships. • (R15) The importance of self-respect and how this links to their own happiness. • (R16) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • (H2) That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations • (H3) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • (H5) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • (H7) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Pupils should continue to apply and develop a broader -range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. - -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;"><u>National curriculum links</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <ul style="list-style-type: none"> • Listen and Appraise: A new year carol by Benjamin Britten. • Using glocks or recorders learn to play some warm up games focusing on pulse, rhythm and pitch. • singing in unison. Sing the song in its original style, and the Urban Gospel version. • Perform and share the class performance. 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> -To know how balance and counter tension work together. -To understand how a sequence of movements can fit together. -How to safely position their body to avoid injury during certain movements. 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Children will use a range of grammar structures to practise a set of vocabulary groups.</p> <p>Children will learn a variety of vocabulary to enable them to talk about food.</p> <p>Children will be able to apply their learning to have short conversations.</p>
<p style="text-align: center;"><u>Key progression skills</u></p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Perform & create movement sequences with some complex skills & displaying accuracy & consistency - Make up longer and more complex sequences, including changes or direction, level and speed In small groups prepare and perform a sequence Show an awareness of factors influencing Performance + suggest improvements</p>	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Follow along and repeat key words from a song, rhyme or poem.</p> <p>Use the visual cues and context to follow the gist of a short text.</p> <p>Repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Copy words and short phrases accurately. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).</p> <p>Identify adjective and noun position.</p>

<p>Find the pulse, clap back rhythms, lead the class by inventing rhythms.</p> <p>Singing</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. <p>Playing</p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. <p>Improvisation</p> <p>Play and copy back, play and improvise, improvisation.</p> <p>Composition</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> ● Set success criteria so that they know when they have achieved their goal ● Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult 		
<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● Children will Listen and Appraise 'A near year carol' by Benjamin Britten. ● Children will listen to other songs by Britten and cover versions of them. ● Children will learn vocabulary associated with this unit and gospel style music. ● Children will use glocks and recorders to find the pulse, rhythm and pitch. ● Children will sing in unison along with the original song and in a gospel style. ● Children will perform as a class and make decisions about choreography. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● Children will stay motivated when doing something challenging. <ul style="list-style-type: none"> - I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal). ● Children will keep trying even when it is difficult. <ul style="list-style-type: none"> - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. ● Children will work well with a partner or in a group. <ul style="list-style-type: none"> - I can identify problems in the world that concern me and talk to other people about them. ● Children will have a positive attitude. <ul style="list-style-type: none"> - I can work with other people to help make the world a better place. ● Children will help others to achieve their goals. <ul style="list-style-type: none"> - I can describe some ways in which I can work with other people to help make the world a better place. ● Children will need to work hard to achieve my own dreams and goals. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● To be able to develop the straddle, forward and backward role. ● To develop counter balance and counter tension. ● To link partner balances into a sequence. ● To be able to perform movements with control ● To be able to form progression with a cartwheel and head stand. ● To be able to use flight from hands to travel over apparatus. ● To be able to develop group balances sequences. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> ● The Very Greedy Dog - Children will listen to a familiar story in French. ● Please May I Have? - Children will use determiners for identifying quantities in making polite requests. ● Preferences – Children will learn to understand key features and patterns of basic grammar and will be able to state preferences about food. ● What Colour Is It? - Children will learn to describe food by colour orally and in writing. ● What did he eat? - Children will learn to describe objects by size. They will begin to place adjectives appropriately before or after the noun they modify. Children will begin to understand that adjective spelling depends on number and gender.

	- I know what some people in my class like or admire about me and can accept their praise.		<ul style="list-style-type: none"> I'm Hungry! - Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.
<p><u>End composite</u></p> <p>To perform and share a class performance and possibly add some choreography.</p>	<p><u>End composite</u></p> <p>Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 3-5: Flags/Fundraising events)</p>	<p><u>End composite</u></p> <p>To perform a group routine incorporating balances and movement learnt over the series of sessions.</p>	<p><u>End composite</u></p> <p>Children will have a conversation with a friend in French, discussing what type of food they like and describing the food that they talk about.</p>
<p><u>Impact</u></p> <p>Pupils will be able to listen and appraise music by Benjamin Britten and share their thoughts about what they enjoyed or didn't enjoy. They will use instruments to create a performance involving improvisation, instrumental performances and composition.</p>	<p><u>Impact</u></p> <p>Pupils can compare their hopes and dreams with those of young people from different cultures. Pupils can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel</p>	<p><u>Impact</u></p> <p>Children can combine and perform gymnastic actions, shapes and balances with control and fluency</p>	<p><u>Impact</u></p> <p>Children will be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>